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ABSTRACT

This study was conducted through a mailed survey of randomly selected full- and part-time faculty at 15 California community colleges. Responses came from 1,302 full-time (49.3% reporting) and 1,544 part-time faculty (32.9% reporting). Respondents represented a wide range of teaching fields. Of full-time respondents, 69.3% reported seven or more years of teaching experience at community colleges, and over 94% primarily taught credit courses. Of part-time faculty, 77.9% reported seven or less years of teaching experience at community colleges, over 87% primarily taught credit courses, 22.5% reported their only employment to be at their current college, and over 50% wanted to obtain full-time positions. For both groups, there was a wide range of participation in the 39 out-of-class functions listed on the survey instrument. In general, the highest mean frequencies of participation were in functions closely related to instruction, and the lowest frequencies involved functions associated with personnel selection, supervision, and evaluation. In addition, participation in out-of-class activities increased with teaching experience; there were higher participation rates in rural than in urban and suburban colleges; part-time faculty with greater teaching loads participated in more functions; and a positive relationship existed between desire for full-time employment and out-of-class participation. (Author/TR)

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COMMUNITY COLLEGE INSTRUCTORS' OUT-OF-CLASS PROFESSIONAL FUNCTIONS: REPORT OF A SURVEY OF FULL-TIME AND PART-TIME FACULTY IN CALIFORNIA COMMUNITY COLLEGES

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The study reported here was initiated in 1976 by the CCJCA Committee (now Commission) on Research and Development. The Committee on Continuing Education and the Committee on Instruction gave strong support to the project, and participated in defining the purposes and procedures of the study. Special recognition is given to the persons who chaired the Research and Development Committee during the three-year period covering project initiation, planning, execution, and reporting. The chairpersons, for the years indicated, were:

Paul P. Preising (1975-1976), Director, Grants and Research, San Jose Community College District

Arthur N. Cherdack (1976-1977), Director, Educational Research and Analysis, Los Angeles Community College District

David C. Scott (1977-1978), Assistant Dean of Research and Development, Bakersfield College

Each of these persons made major contributions to the study project throughout the three-year period, and provided vigorous and effective leadership as chairperson, during his term in office.

The sponsoring Committees are most appreciative of the project endorsement and support provided by the Board of Directors of CCJCA and the Executive Director, Lloyd E. Messersmith. The Committees also wish to express their appreciation to the nearly 3,000 community college faculty members who responded to the questionnaire, thus providing the information reported here.

Data collection for the study was directed by Ernest H. Berg, CCJCA Associate Director, Programs and Planning. The study report was written by Thomas M. Shay, CCJCA Coordinator, Special Projects, with review by a subcommittee of the Commission on Research and Development. Members of the subcommittee were Clifford O. Denney, Assistant Superintendent, Planning and Development, San Mateo Community College District; Paul P. Preising; and Angelo Segalla, Administrative Assistant for Research, Golden West College.

Special thanks is also extended to the Los Angeles Community College District, which provided computer services for the study, through the District Office of Educational Research and Analysis.

Many other persons, too numerous to name, made important contributions to the planning and execution of the study. CCJCA and the Commissions which sponsored the study express their great appreciation for the interest and cooperation of all.

INTRODUCTION AND ABSTRACT

The report which follows provides basic, broad-scope information on the out-of-class professional functions performed by faculty members in California community colleges. The report focuses primarily on levels of participation in various functions, as reported by a sample of both full-time and part-time faculty. There is also some initial analysis of the relationships of the levels of participation to various other individual and institutional characteristics.

The study reported here is considered an initial step toward a comprehensive analysis of the many and widely varied professional activities of community college faculty. This study provides much useful information, but there is no claim that it gives a complete picture of the out-of-class functions of faculty or the factors which affect those functions. Further in-depth research is needed, and is recommended.

Abstract

This study was conducted through a mail survey of the spring, 1977, full-time and part-time faculty of a stratied random sample of 15 California community colleges. Responses were received from 1,302 full-time faculty (49.3 percent rate of return) and 1,544 part-time faculty (32.9 percent rate of return).

The respondents represented a wide range of teaching fields. Of the full-time respondents, 69.3 percent reported seven or more years of community college teaching experience; over 94 percent were teaching primarily in credit classes. Of the part-time respondents, 77.9 percent reported less than seven years of community college teaching experience; over 87 percent were teaching primarily in credit classes; 22.5 percent reported that their only employment was at the college where they received the questionnaire; and over 50 percent indicated a desire to obtain employment as a full-time instructor.

For both full-time and part-time faculty groups, there was a wide range of frequency of participation among the 39 out-of-class functions listed in the survey instrument (response options were: "Never," "Seldom," "Sometimes," "Frequently"). For each group, there were responses at each level on each function. In general, for both groups, the highest mean frequencies of participation tended to be in those functions most closely associated with instruction, and the lowest frequencies tended to be in the functions associated with personnel selection, supervision, and evaluation.

Responses on the 39 functions were compared by categories of each of 15 independent variables (individual and college characteristics). Full-time faculty as a group reported a higher frequency of performance of out-of-class functions than did part-time faculty as a group. For each of the 39 functions, the difference between full-time and part-time responses was statistically significant at the .05 level of confidence.

Each of the 14 other independent variables was found to be significantly related to participation levels on eight to 36 of the functions. The study did not include statistical analysis of the directions of relationships between responses and the independent variables. However, examination of the data does provide indications of some apparent directions of relationships, and suggests areas for further investigation. Some examples: (1) there are indications that function participation levels increase with increasing years of teaching experience; (2) there appears to be a tendency toward higher participation rates in rural colleges, compared with urban and suburban colleges; (3) there are indications that part-time respondents who teach a greater number of hours per week tend to have higher levels of participation in out-of-class functions; (4) there is some indication of a positive relationship between part-time respondents' desire for full-time employment and levels of participation in functions; (5) there is no clear indication of a trend in the relationship between participation levels and employment status ("Employed only at this college," "Also employed part-time in business or industry," etc.).

Recommendations for further research are presented, including specific research questions.

I. WHY THE SURVEY WAS CONDUCTED

Community college faculty members carry out many important professional functions in addition to their actual teaching in classrooms and various kinds of laboratories (learning centers, shops, agricultural facilities, science laboratories, etc.). This study addresses three fundamental questions concerning these other professional functions:

1. What are the out-of-class/out-of-laboratory professional functions of California community college instructors?

2. What is the relative frequency of faculty involvement in these functions?

3. Do these functions, and frequency of involvement, differ between full-time faculty and part-time faculty?

It is believed that answers to these questions will be helpful in resolving issues concerning definition of full-time and part-time faculty load, compensation of full-time and part-time faculty, and related issues. This report provides some answers to the questions from the viewpoint of full-time and part-time faculty members who responded to a mailed questionnaire. The study did not address these questions from the viewpoint of governing board policy, or administrative procedure.

This survey is considered to be a first step. The point has often been made that there can be no clear and complete resolution of the issues until there is clear definition of the total professional functions and responsibilities of both full-time and part-time faculty. Such a comprehensive and detailed definition will require the answering of many other important questions, including:

1. What is the total range of faculty functions?

2. What functions may be classified as instruction <u>per se</u>; what functions are directly related to instruction; what functions relate to the educational process as a whole, but are not specifically related to instruction?

3. Which functions are optional; which are required as part of the professional position?

4. How much time is devoted to each function?

5. What is the relative importance of the functions?

6. Is there predictable variation in the functions, according to such factors as the size or location of the college, the seniority of the faculty member, etc.?

7. Are there differences in perceptions of faculty functions, among the four community college segments: faculty, administration, trustees, students?

To answer these and related complex questions accurately and in depth, it will be necessary to conduct highly detailed research. However, there is an immediate need for basic information concerning the functions carried out by community college faculty members. The present study, therefore, was designed and conducted to provide such basic information concerning a major segment of the professional functions of faculty--the out-of-class/out-of-laboratory professional functions. This area was chosen because the research planners agreed that there is a general understanding of the in-class or other direct instructional functions of faculty, but only limited understanding and very little "hard data" on the out-of-class functions. Therefore, the out-of-class functions constitute the area of greatest need for information.

Basically, the planners of this research focused upon the three questions listed in the first paragraph of this section.

In addition, the present study addresses the question, "What are some characteristics of colleges and of individuals, which seem to be related to various patterns of functions?" This preliminary investigation should provide some leads for further research and analysis, but was not intended to provide "final" answers to the question.

Limits and Limitations of the Study

It was noted above that the present study is considered a "first step" in the full definition of the functions and responsibilities of community college faculty members. This fact implies particular limits to the intended range of the study, and limitations on the interpretation of the data from the study, in addition to limits and limitations common to most surveys. The major limits and limitations are listed below, so that all readers will be aware of them.

1. In this study there was no attempt to determine total faculty time spent on professional activities or to determine proportions of time spent on specific activities.

2. General findings such as those described here do not reflect needs or conditions of particular colleges or individual positions.

3. The study provides no information regarding relative values of functions and activities, as perceived by individuals or colleges.

4. In any survey such as this, respondent interpretations of response categories (e.g., "Seldom," "Sometimes") may vary. Therefore, response comparisons can be made only between rather large groups of responses, and not between individual responses.

5. As with any such study, the responses reflect only the respondents' perceptions at the time they completed the questionnaire. It is possible that in-depth contacts, such as interviews with respondents, would yield additional information, or perhaps even different responses.

6. In this study, there was no attempt to determine whether involvement in specific activities, as reported, reflects or does not reflect individual interests or abilities, time available for functions other than direct instruction, college policy or expectations, the voluntary or mandatory nature of specific functions, or other factors.

7. The sample of colleges for the study is representative of the population of California community colleges with respect to geographic section of the state, size of college, and demographic setting (urban, suburban, rural) of college. The sample may not be representative of the population on other dimensions.

8. The study did not include a nonrespondent bias check.

It should also be noted here that some of the study documents use the term "Functions and Responsibilities." However, as the project progressed, it became apparent that the study would be more precise if limited to the "functions" area. Therefore, the title and the contents of this report are limited to "functions," and make no statements concerning faculty "responsibilities."

The preceding discussions of purposes, limits, and limitations are intended to assure that all readers of the report and all users of the information provided here are fully aware of the nature of this information, and will not interpret or apply the information beyond the limits described. However, it should also be made clear that this study provides information which is based upon a reasonable rate of response from a random sample of community colleges in California. This information, with related conclusions and recommendations, is summarized in the following section (Section II) of the report. The procedures followed in gathering and analyzing this information are described in Section III, and detailed findings are presented in Section IV.

II. SUMMARY OF FINDINGS; RECOMMENDATIONS

This report describes the relative frequencies of involvement of full-time and part-time California community college faculty members in 39 functions which are performed outside of classes or laboratories) for brevity, referred to simply as "out-of-class" functions). This study is considered a first step in a very complex task--that of defining the total professional roles, functions, and responsibilities of community college faculty members. It is widely recognized that faculty members serve their students, their colleges, and their communities in many ways. However, there has been no previous statewide effort to specify the nature and range of those services, to compare the level of involvement in various tasks associated with those services, or to carry out other analyses of this nature. The present study, of course, does not address all of these important areas. It does, however, provide an important part of the basic information needed for such description and analysis.

The respondents who provided the information reported here were either full-time or part-time faculty members in 15 California community colleges in spring, 1977. These colleges constitute a stratified random sample which represents the range of locations and sizes of California community colleges as a whole. The respondents included 1,302 full-time faculty members and 1,544 part-time faculty members, for whom at least three-fourths of their assignments (whether full-time or part-time) were for services performed as an instructor.

Some respondents, both full-time and part-time, were instructors of noncredit courses. The survey did not, however, include community service faculty. The contact persons, who distributed questionnaires on participating campuses, were instructed to provide part-time faculty questionnaires only to persons who had no full-time assignment on the campus. Full-time faculty who taught overload courses were given only the full-time faculty questionnaire.

Summary of Findings

The survey findings on average frequency of involvement of full-time and part-time faculty, in 39 out-of-class functions, are summarized in Table I. (For detail on frequencies and percentages for various response options, see Figure I and Appendix D.) For each of these 39 functions, respondents were asked to indicate how frequently they performed the function, by circling one of four response options: 1 (Never); 2 (Seldom); 3 (Sometimes); 4 (Frequently). The left-hand column of Table I lists the functions in descending order of the mean response scores from full-time faculty. The right-hand column lists the functions in descending order of the mean response scores from part-time faculty.

In Table I, and for some of the following discussion, the mean scores are grouped, and classified as follows:

Mean Score	Classification
3.50-4.00	High Frequency of Performance
2.50-3.49	Moderate Frequency of Performance
1.50-2.49	Low Frequency of Performance
1.00-1.49	Very Low Frequency of Performance

TABLE I

RANKS AND MEAN SCORES ON 39 OUT-OF-CLASS FUNCTIONS, BY FULL-TIME FACULTY AND PART-TIME FACULTY

Full-Time Faculty				Part-Time Faculty			
Rank	Mean Score*		Function**	Rank	Mean Score*		Function**
High Frequency of Performance				**High Frequency of Performance**			
1	3.95	(21)	Maintain Office Hours	1	3.73	(41)	Assign Grades to Students
				Moderate Frequency of Performance			
2	3.92	(41)	Assign Grades to Students	2	3.29	(10)	Develop/Select Course Materials or Resources
3	3.79	(22)	Advise Students	3	3.01	(22)	Advise Students
4	3.76	(10)	Develop/Select Course Materials or Resources	4	2.78	(8)	Develop/Modify Courses
				Low Frequency of Performance			
5	3.67	(13)	Attend Division/ Dept. Meetings	5	2.35	(21)	Maintain Office Hours
Moderate Frequency of Performance							
6	3.43	(8)	Develop/Modify Courses	6	2.30	(23)	Write Letters of Recommendation for Students
7	3.39	(23)	Write Letters of Recommendation for Students	7	2.15	(13)	Attend Division/ Dept. Meetings
8	3.22	(42)	Attend Commence-ment/Convocations	8	2.06	(38)	Order/Purchase Supplies
9	3.16	(12)	Participate in Class Scheduling	9	1.83	(24)	In-Service Training/ Other Staff Develop.
10	3.11	(38)	Order/Purchase Supplies	10	1.78	(12)	Participate in Class Scheduling
11	2.85	(33)	Serve on Official College/District Committees	11	1.73	(42)	Attend Commence-ment/Convocations
	2.85	(37)	Research/Order New Equipment				
12	2.75	(24)	In-Service Training/ Other Staff Develop.	12	1.70	(9)	Develop/Modify Programs

Full-Time Faculty			Part-Time Faculty		
Rank	Mean Score*	Function**	Rank	Mean Score*	Function**
13	2.57	(9) Develop/Modify Programs	13	1.64	(37) Research/Order New Equipment
	2.57	(25) Evaluate Full-Time Instructors			
Low Frequency of Performance					
14	2.47	(34) Participate in Budget Development	14	1.60	(45) Provide Services to the Community
15	2.37	(40) Develop/Maintain Relations with Four-Year Colleges	15	1.53	(40) Develop/Maintain Relations with Four-Year Colleges
16	2.35	(29) Screening/Selection Committees for Full-Time Instructors	16	1.50	(11) Coordinate Team-Taught/Interdisciplinary Courses
			Very Low Frequency of Performance		
17	2.34	(45) Provide Services to the Community	17	1.48	(39) Develop/Maintain Relations with High Schools
18	2.32	(36) Plan Construction/ Equipping of Facilities	18	1.37	(33) Serve on Official College/District Committees
19	2.26	(39) Develop/Maintain Relations with High Schools	19	1.36	(36) Plan Construction/ Equipping of Facilities
20	2.15	(26) Evaluate Part-Time Instructors	20	1.34	(20) Supervise Co-Curricular Student Activities
	2.15	(30) Screening/Selection Committees for Part-Time Instructors			
21	2.08	(20) Supervise Co-Curricular Student Activities	21	1.28	(35) Conduct Institutional Research
				1.28	(46) Serve on RAVE Councils
22	2.04	(43) Own Institution's Self-Study Committee	22	1.27	(34) Participate in Budget Development
				1.27	(28) Evaluate Administrators
23	1.99	(15) Supervise Classified Personnel in Your Department/Division	23	1.24	(43) Own Institution's Self-Study Committee
				1.24	(15) Supervise Classified Personnel in your Department/Division
24	1.97	(11) Coordinate Team-Taught/Interdisciplinary Courses	24	1.22	(14) Develop/Prepare Grant Proposals
				1.22	(30) Screening/Selection Committees for Part-Time Instructors

Full-Time Faculty				Part-Time Faculty			
Rank	Mean Score*		Function**	Rank	Mean Score*		Function**
25	1.89	(17)	Screening/Selection Committees for Classified Personnel in Department/Division	25	1.21	(16)	Evaluate Classified Personnel in Your Department/Division
26	1.88	(16)	Evaluate Classified Personnel in Your Department/Division	26	1.18	(26)	Evaluate Part-Time Instructors
					1.18	(17)	Screening/Selection Committees for Classified Personnel in Your Department/Division
27	1.75	(35)	Conduct Institutional Research	27	1.15	(29)	Screening/Selection Committees for Full-Time Instructors
28	1.72	(28)	Evaluate Administrators		1.15	(25)	Evaluate Full-Time Instructors
29	1.65	(14)	Develop/Prepare Grant Proposals		1.15	(44)	Serve on Self-Study Teams
Very Low Frequency of Performance				28	1.14	(27)	Evaluate Counselors
30	1.30	(27)	Evaluate Counselors	29	1.11	(32)	Screening/Selection Committees for Administrators
31	1.27	(46)	Serve on RAVE Councils	30	1.10	(31)	Screening/Selection Committees for Counselors
	1.27	(32)	Screening/Selection Committees for Administrators	31	1.06	(19)	Screening/Selection Committees for Classified Personnel Not in Your Department/Division
32	1.20	(19)	Screening/Selection Committees for Classified Personnel Not in Your Department/Division		1.06	(18)	Evaluate Classified Personnel Not in Your Department/Division
33	1.18	(44)	Serve on Self-Study Teams				
34	1.16	(18)	Evaluate Classified Personnel Not in Your Department/Division				
35	1.09	(31)	Screening/Selection Committees for Counselors				

*Response options on the questionnaire were:

1 = Never perform this function
2 = Seldom perform this function
3 = Sometimes perform this function
4 = Frequently perform this function

Thus, the higher the mean score shown below, the more frequently the function is performed.

**The function numbers are the item numbers from the survey questionnaire; function descriptions are abbreviated statements of the questionnaire items.

The findings summarized in Table I, and other findings discussed in detail later in this report, show that:

1. Full-time faculty as a group reported a much higher frequency of performance of out-of-class professional functions than did part-time faculty as a group. Full-time faculty responses averaged "High" for five functions; "Moderate" for 10 functions; "Low" for 17 functions; and "Very Low" for only 7 of the 39 functions. In contrast, part-time faculty responses averaged "High" for only one function; "Moderate" for only three; "Low" for 12; and "Very Low" for 23 functions.

2. For each function, there were both full-time and part-time responses at each option level, indicating a wide range of frequency of performance within each response group.

3. Considering the functions individually, full-time faculty responses indicated a higher mean rate of participation for each of 37 functions than did part-time faculty responses. For two very low frequency functions, the part-time faculty response mean was very slightly higher than the full-time response mean. However, for each function the percentage of respondents reporting some participation was higher for full-time faculty.

4. For each of the 39 functions, differences between full-time faculty responses and part-time faculty responses were statistically significant at the .05 level of confidence. As noted in item 3, above, in every case the participation reported by full-time faculty was higher than that reported by part-time faculty. The effects of other independent variables may be summarized as follows:

   a. College Size (small, medium, large):
      -Significantly related to full-time respondents' levels of participation in 25 functions.

      -Some evidence that function participation levels are higher in small colleges.

   b. College Location (urban, suburban, rural):

      -Significantly related to full-time respondents' levels of participation on 15 functions, and to part-time respondents' levels on 26 functions.

      -Some tendency toward higher participation rates in rural colleges.

   c. Years of Community College Teaching Experience: .

      -Significantly related to full-time respondents' levels of participation on 19 functions, and to part-time respondents' levels on eight functions. For all responses combined, years of experience was significantly related to responses on 36 functions.

-Strong indications that function participation levels increase with increasing years of experience.

d. Credit/Noncredit Teaching Assignment:

-Significantly related to full-time respondents' levels of participation on 10 functions, and to part-time respondents' levels on nine functions.

-No indications of a trend in the direction of the relationships.

Items on the following three independent variables were used only on part-time faculty questionnaires.

e. Class Hours Per Week:

-Significantly related to part-time respondents' levels of participation on 20 functions.

-Strong indications that respondents who teach greater number of hours per week tend to have higher levels of participation in out-of-class functions.

f. Desire for Full-Time Employment:

-Significantly related to part-time respondents' levels of participation on 26 functions.

-Some indication of a positive relationship between desire for full-time employment and levels of participation on functions.

g. Employment Status:

(Seven response options, including "Employed only at this college," and various other employment.)

-Significantly related to part-time respondents' levels of participation on 18 functions.

-No clear indication of a trend in the direction of differences.

5. In general, for both full-time and part-time faculty the functions most closely associated with instruction tend to have the highest mean scores, while functions associated with personnel selection, supervision, and evaluation tend to have the lowest mean scores. For full-time faculty there are notable exceptions to this generalization. However, for part-time faculty all "Personnel Functions" have means in the "Very Low Frequency" level.

Recommendations

The findings of this study support the recommendation that there should be continued, in-depth analysis of the functions and responsibilities of community college faculty. It is recommended that further investigation in this area address the following specific questions, with relation to full-time and part-time faculty status, college policy and procedures, and other significant variables:

1. Are there additional out-of-class/out-of-laboratory functions which are identifiable?

2. What relationships exist between in-class and out-of-class functions?

3. How much time, and for what proportions of time, do faculty spend on specific functions?

4. How do time allocations relate to frequency of performance?

5. What values are attached to specific functions?

6. To what extent are specific functions voluntary; to what extent are they part of the position assignment?

7. To what extent is performance of specific functions related to compensation?

These and related questions must be investigated in depth in order to define fully the roles, functions, and responsibilities of both full-time and part-time faculty members. It is strongly recommended that the CCJCA study of faculty roles, functions, and responsibilities be continued and expanded, to provide the information needed.

III. HOW THE SURVEY WAS CONDUCTED

This survey was planned and monitored by a subcommittee of the CCJCA Committee (now Commission) on Research and Development. Chairpersons and members of the Committee on Instruction and the Committee on Continuing Education were invited to participate in all phases of planning and execution of the project, and did participate whenever possible. Staff services for the project were provided by the CCJCA office, with assistance from other agencies as noted in the preface and later in this section. In this report, the Committee members and CCJCA staff members involved in the project are referred to collectively as "project staff."

The Questionnaire

The list of functions included on the questionnaire used in this survey was based in part upon a list developed at Monterey Peninsula College. That list was reviewed by the project subcommittee, and revised to meet the conditions of a statewide survey and to suit a questionnaire format. The revised draft was then reviewed by all members of the Committee on Research and Development and Committee on Continuing Education, and the Chairpersons of the Committee on Instruction. Suggestions from these readers were incorporated into a second draft.

The second draft of the survey questionnaire was then given pilot applications in three community colleges which were not in the survey sample. Participating faculty in the pilot colleges completed the questionnaire, and provided written comments on any or all items and on the instrument as a whole. The instrument was also reviewed, and comments were provided, by various administrators in the pilot colleges.

The subcommittee of the Committee on Research and Development reviewed the information from the pilot applications, then revised the questionnaire to its final form.

The Sample

It was highly desirable to work with a sample which was representative of the entire population of California community colleges (103 colleges as of fall, 1975). Since the California colleges have a wide range of sizes and settings, it was especially important that these variations be represented appropriately. Therefore, the survey subcommittee, following consultation with other interested persons, determined that the sample should be stratified on three dimensions. These dimensions are: geographic section of the state, size of college, and demographic setting of the college.

The Chancellor's Office of the California Community Colleges agreed to define and select the sample. That office defined the three stratification dimensions as follows:

1. Geographic Section of the State:

   Southern colleges--all colleges in districts south of and including Kern Community College District and San Luis Obispo Community College District (56 colleges; 54% of total)

   Northern colleges--all other colleges (47 colleges; 46% of total)

2. College Size (based on total fall, 1975, enrollment):

   Small--enrollment range from 755 to 7,146 (34 colleges; 33% of total)

   Medium--enrollment range from 7,246 to 14,988 (35 colleges; 34% of total)

   Large--enrollment range from 15,007 to 32,481 (34 colleges; 33% of total)

3. Demographic Setting--referred to as "Location," in this report (based on judgment classification by staff of the Chancellor's Office):

   Urban--(27 colleges; 26% of total)

   Suburban--(48 colleges; 47% of total)

   Rural--(28 colleges; 27% of total)

The Chancellor's Office staff then classified the 103 California community colleges according to the 18 categories which derive from the three stratification dimensions described above. The dimensions, the strata, and the category cells are displayed in Table II. The Chancellor's Office staff then selected at random 16 colleges which represent all categories having more than two colleges. The sample was reduced to 15 colleges, for reasons explained in the following section. The distribution of the 15 sample colleges is also shown in Table II. Participating colleges are listed in Appendix A.

The project staff then contacted the chief executive officer of each college selected for the sample, to request that the college participate in the survey. Copies of the survey instrument (Appendix D) were enclosed with the letters of request (Appendix B). Two colleges declined to participate and were replaced by other colleges in their respective categories.

As is shown in Table II, the sample colleges represent the entire population of California community colleges. For each dimension--North, South; college size; demographic setting (location)--the sample percentages closely approximate the population percentages. The one exception is in the category, North, small, rural; this category is somewhat under represented in the sample. This reflects the nonresponse from one college in the original sample, as discussed later in this section.

Another useful indicator of representativeness is the proportion of full-time and part-time faculty. The 15 colleges in the sample had a total of 2,640 full-time faculty and 4,695 part-time faculty, in the spring of 1976. Thus, full-time faculty constituted 64.0 percent of the total faculty in the sample colleges, and part-time faculty constituted 35.9 percent of the faculty in those colleges. Considering the fact that numbers of part-time faculty in a college may change markedly from term to term, the proportions of full-time and part-time faculty in the sample

TABLE II

CATEGORIES OF CALIFORNIA COMMUNITY COLLEGES
-POPULATION AND SURVEY SAMPLE-

			Small		Medium		Large		Total	
			n	%	n	%	n	%	n	%
SOUTH	Urban	Population	4	3.8	6	5.8	9	8.7	19	18.5
		Sample	1	6.7	1	6.7	1	6.7	3	20.0
	Suburban	Population	5	4.9	8	7.8	11	11.7	24	23.3
		Sample	1	6.7	1	6.7	2	13.3	4	26.7
	Rural	Population	9	8.7	4	3.8			13	12.6
		Sample	1	6.7	1	6.7			2	13.3
	Total	Population	18	17.5	18	17.5	20	19.4	56	54.4
		Sample	3	20.0	3	20.0	3	20.0	9	60.0
NORTH	Urban	Population	2	1.9	4	3.9	2	1.9	8	7.8
		Sample			1	6.7			1	6.7
	Suburban	Population	6	5.8	8	7.8	10	9.7	24	23.4
		Sample	1	6.7	1	6.7	2	13.3	4	26.7
	Rural	Population	8	7.8	5	4.9	2	1.9	15	14.6
		Sample			1	6.7			1	6.7
	Total	Population	16	15.5	17	16.5	14	13.6	47	45.6
		Sample	1	6.7	3	20.0	2	13.3	6	40.0
Grand Total		Population	34	33.0	35	34.0	34	33.0	103	100.0
		Sample	4	26.7	6	40.0	5	33.3	15	100.0

for this survey adequately approximate statewide proportions reported elsewhere. Three recent reports of statewide proportions are:

Full-Time - 39%) Part-Time - 60%)	Report from the Chancellor's Office, California Community Colleges, 1975 (Bibliography Item 4)
Full-Time - 41%) Part-Time - 58%)	Extrapolation in CCJCA Survey Report, 1976 (Bibliography Item 5)
Full-Time - 38%) Part-Time - 62%)	AACJC Directory, data for Fall, 1976

Questionnaire Distribution and Response Rates

The chief executive officer in each sample college was asked to designate a contact person to receive, distribute, and collect the survey questionnaires, and to forward completed questionnaires to the CCJCA office. Questionnaires were distributed to all full-time and all part-time faculty in each participating college. The college contact person conducted all follow-up procedures designed to obtain a maximum response rate.

For 15 of the sample colleges, response rates were quite good, as shown in Table III. However, one college (North, rural, small), which initially agreed to participate, had an extremely low response rate. When this very low response rate became evident, the study had progressed too far to permit selection of a replacement sample college. Therefore, the number of sample colleges was reduced to 15, and all calculations in this report are based on responses from the 15 colleges.

Table III displays the number of questionnaires distributed and the number of completed questionnaires returned, for each participating college. The overall rate of return for full-time faculty was 49.3 percent, with the lowest per college rate 35.6 percent, and the highest 87.3 percent. For part-time faculty, the overall return rate was 32.9 percent, with the lowest per college rate 17.9 percent, and the highest 60.9 percent.

Data Analysis

The project staff recommended specific analyses of data, based upon the goals of the project and the nature of the data available. Computer analyses of the data were provided by the Los Angeles Community College District.

TABLE III

QUESTIONNAIRE DISTRIBUTION AND RATE OF RETURN,
BY COLLEGE*

	Full-Time Faculty Questionnaires					Part-Time Faculty Questionnaires				
	Distributed		Returned		Rate of Return	Distributed		Returned		Rate of Return
College	n	% of Total	n	% of Total	%	n	% of Total	n	% of Total	%
A	86	3.3	53	4.1	61.6	79	1.7	24	1.6	30.4
B	374	14.2	166	12.7	44.4	371	7.9	103	6.7	27.8
C	275	10.4	106	8.1	38.6	685	14.5	196	12.7	28.6
D	160	6.1	57	4.4	35.6	168	3.6	30	1.9	17.9
E	141	5.3	61	4.7	43.3	300	6.4	60	3.9	20.0
F	222	8.4	131	10.1	59.0	655	13.9	252	16.3	38.5
G	170	6.4	92	7.1	54.1	377	8.0	138	8.9	36.6
H	71	2.7	62	4.8	87.3	70	1.5	42	2.7	60.0
I	121	4.6	78	6.0	64.5	327	6.9	123	8.0	37.6
J	285	10.8	126	9.7	44.2	320	6.8	195	12.6	60.9
K	71	2.7	58	4.5	81.7	70	1.5	21	1.4	30.0
L	112	4.2	71	5.5	63.4	115	2.5	40	2.6	34.8
M	185	7.0	75	5.8	40.5	650	13.8	170	11.0	26.2
N	92	3.5	41	3.1	44.6	208	4.4	76	4.9	36.5
O	275	10.4	125	9.6	45.5	300	6.4	74	4.8	24.7
Total	2,640	100	1,302	100	49.3	4,695	100	1,544	100	32.9

*To assure anonymity of colleges, the letter designations used in this table were randomly assigned.

IV. MAJOR FINDINGS OF THE SURVEY

In this section the principal findings of the study are presented in summary tables, with brief discussions in the accompanying text. As noted previously, the primary purposes of this study are to provide for all interested persons previously unavailable information on the out-of-class professional functions of community college faculty and to provide base information relevant to further study and analysis. The basic research questions are:

1. What are the out-of-class/out-of-laboratory professional functions of California community college instructors?

2. What is the relative frequency of faculty involvement in these functions?

3. Do these functions, and frequency of involvement, differ between full-time faculty and part-time faculty?

In light of these purposes, the study findings are presented here primarily in a descriptive mode. Responses to questionnaire items are displayed and discussed in some detail in terms of full-time and part-time faculty. Findings related to other independent variables (e.g., college size, college location, respondent's years of community college teaching experience, respondent's employment status) are displayed and discussed in summary, or in overall comparisons. There is limited display and discussion of statistical analysis. Primarily, such analysis is used as a means of highlighting possibly fruitful areas for more detailed analysis of various combinations of data.

Most of the tables and graphs in this section deal only with mean responses to the questionnaire items, or with percentages. Readers who wish to consider more detailed breakdowns of the responses are referred to Appendix D, which shows, for full-time and part-time faculty, the number and percentage in each response category for each item, as well as the mean responses and the standard deviation.

Characteristics of Respondents

Items 1 through 4 of the full-time faculty questionnaire and 1 through 7 of the part-time faculty questionnaire asked each respondent to provide basic information concerning the respondent's position and experience. In general terms, these information items are:

Full-Time Faculty		Part-Time Faculty	
Item		Item	
1-2.	Major field of instruction	1-2.	Major field of instruction
3.	Years of community college teaching experience	3.	Years of community college teaching experience

Full-Time Faculty	Part-Time Faculty
Item	Item
4. Primary assignment - credit or noncredit	4. Employment status - only this college, or also employed elsewnere
	5. Does or does not hope for employment as full-time instructor
	6. Number of class hours employed per week
	7. Primary assignment - credit or noncredit

Principal characteristics of the respondent groups may be summarized as follows:

1. Both full-time and part-time respondents represented all of the 12 teaching fields listed under item 1-2. The percentage of full-time respondents in one field ranged from 0.5% to 11.8%. For part-time faculty the range was 0.8% to 19.4%.

2. Among full-time respondents, 69.3% reported seven or more years of community college teaching experience. Among part-time faculty, 77.9% reported less than seven years of community college teaching experience.

3. Over 94% of full-time respondents, and over 87% of part-time respondents, reported their teaching assignments as primarily in credit classes.

4. Of the part-time respondents, 22.5% reported that their only employment was at the college where they received the questionnaire; 37.7% reported part-time or full-time employment in another educational institution; and 32% reported other full-time or part-time employment.

5. Over 50% of part-time respondents indicated that they hoped to obtain employment as a full-time instructor.

6. One-third of part-time respondents reported that they were working three class hours per week or less, and 38.2% reported that they were working four to six class hours per week.

Detailed information on respondent characteristics is displayed on pages 1 and 2 of the questionnaire, Appendix D.

Inasmuch as the primary focus of this study is upon the functions performed by faculty, these respondent characteristics are of interest primarily as independent variables which may relate to functions.

Interpretation of Figures and Tables

The 39 out-of-class professional functions included in the questionnaire are grouped into ten categories, as listed below. It should be noted that these groupings are primarily for convenience in considering general classifications of functions. A few general observations are made concerning differences between groups, but with the present data there is no basis for statistical comparison of groups.

A. Functions Directly Related to Instruction
   -Questionnaire items 8, 9, 10, 11, and 12

B. Functions Related to Facilities, Equipment, etc.
   -Questionnaire items 36, 37, and 38

C. Other Services to Students
   -Questionnaire items 20, 21, 22, and 23

D. Administrative Functions
   -Questionnaire items 12, 13, 34, and 46

E. Research and Development Functions
   -Questionnaire items 14 and 35

F. Institutional Accreditation Functions
   -Questionnaire items 43 and 44

G. College Relations and Functions
   -Questionnaire items 33, 39, 40, and 45

H. Personnel Functions
   -Questionnaire items 15, 16, 17, 18, 19, 25, 26, 27, 28, 29, 30, 31, and 32.

I. Other
   -Questionnaire items 24 and 42

Other groupings of the functions may be used. For example, Function 21 - Maintain Office Hours, listed under "Other Services to Students," could be included in the category of functions "Directly Related to Instruction," for obviously much faculty office time is devoted to direct assistance to student learning, to course preparation, etc. Therefore, readers may wish to consider groupings other than those presented here.

In each figure and table, the column headings are short-form statements of the 39 functions listed in the questionnaire. The numbers in parentheses in the column headings indicate the item number on the questionnaire.

The survey questionnaire provided four response options for each of the 39 functions listed. The respondent indicated the extent of performance of each function by circling the appropriate number. The options provided were:

1 = Never

2 = Seldom

3 = Sometimes

4 = Frequently

In considering both individual and mean responses on the 39 function items, it should be noted that these responses may reflect differing interpretations of the four response options on the questionnaire. For example, if a respondent interpreted the four options comparatively, "Frequently" might be considered the most appropriate response to the question on assigning grades. However, if the respondent interpreted the options in absolute terms, then "Sometimes" might be considered the most appropriate response with regard to assigning grades, which may be done every few weeks, or even once each term, depending on interpretation of the question.

However, regardless of the interpretations by individual respondents, the group responses (means, group percentages) provide appropriate bases for comparing the relative frequency of faculty involvement in two or more functions.

In some tables and discussions, the mean frequencies of participation (also referred to as "mean scores") have been grouped into the following four levels:

High Frequency - 3.5-4.0

Moderate Frequency - 2.5-3.4

Low Frequency - 1.5-2.4

Very Low Frequency - 1.0-1.4

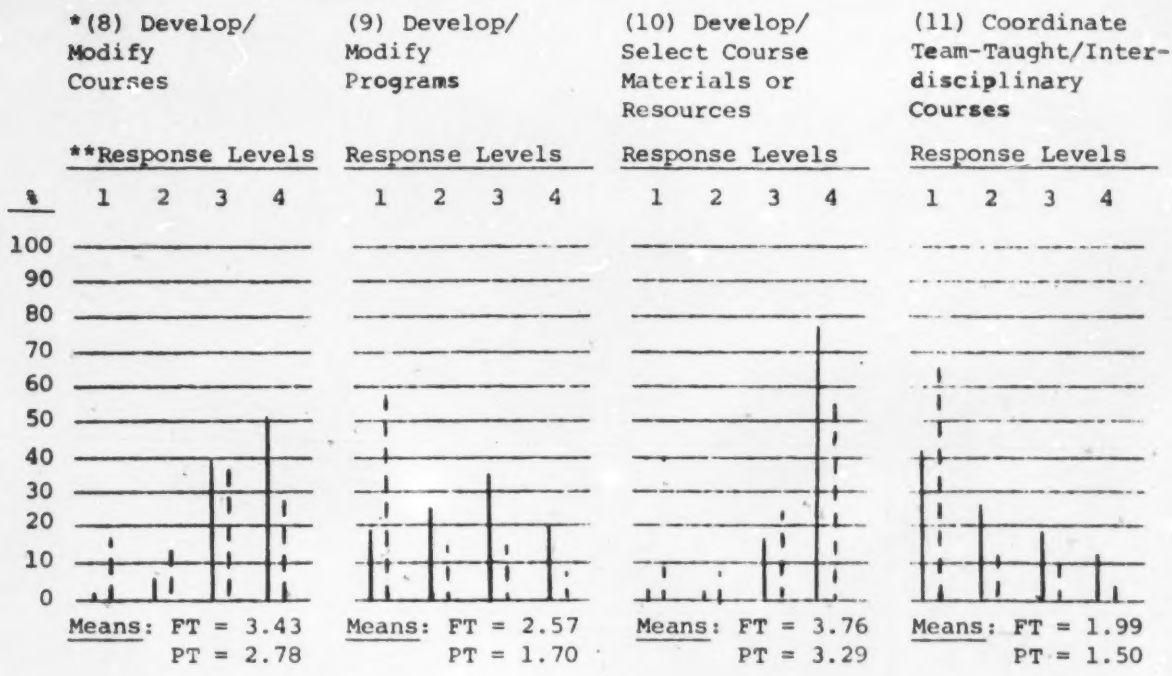
Data Highlights

The graphs in Figures I, A, B, C, D, and E show the approximate percentage of full-time and part-time faculty responses on each response option, for each of the 39 functions listed in items 8-46 of the questionnaire. These graphs are presented to provide a general comparison of response levels for the options under each item and for general comparison between items. The average responses from full-time and part-time faculty are shown at the bottom of each graph. For absolute numbers, and precise percentages on the response options, readers are referred to Appendix D.

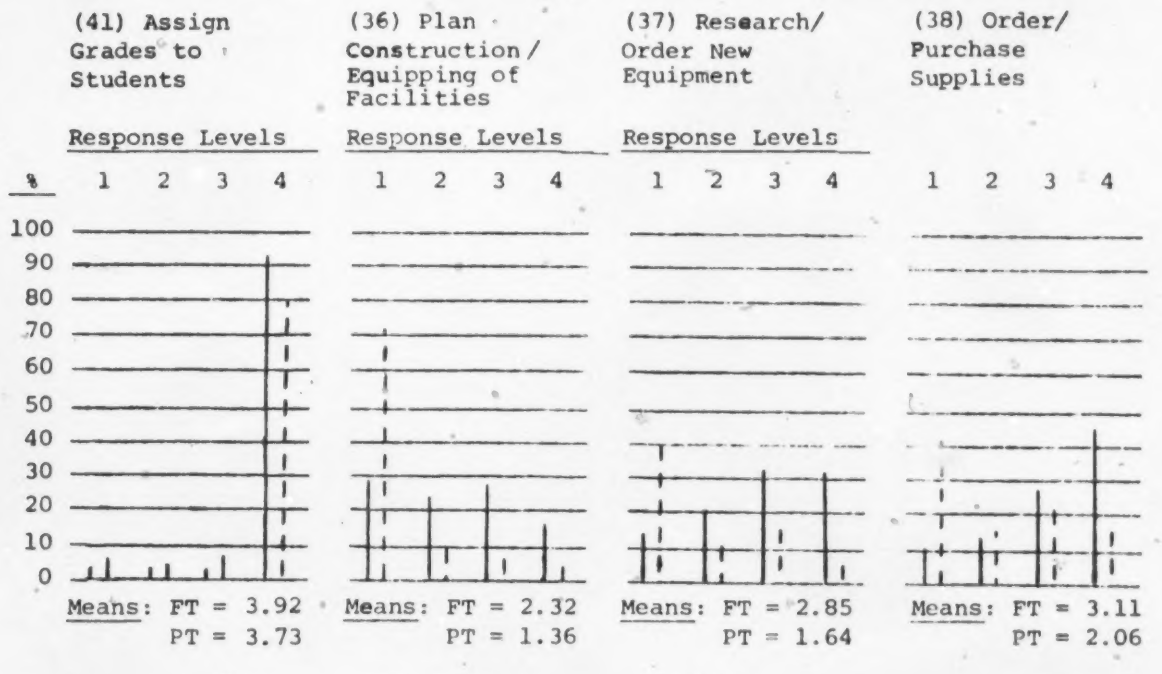
These graphs, and the data they represent, confirm what would be expected from general observation: For both full-time and part-time faculty the highest levels of participation tend to be in those functions directly related to instruction, and other services to students. However, the figures reveal notable exceptions to this generalization. For example, full-time

FIGURE I, A: FREQUENCY OF PERFORMANCE OF OUT-OF-CLASS FUNCTIONS PERCENTAGES AND MEANS, BY FULL-TIME AND PART-TIME FACULTY

A. Functions Directly Related to Instruction:



A. (Continued): B. Functions Related to Facilities and Equipment:



*Numbers in parentheses ( ) indicate questionnaire item.

**A. Response Options: 1 = Never; 2 = Seldom; 3 = Sometimes; 4 = Frequently

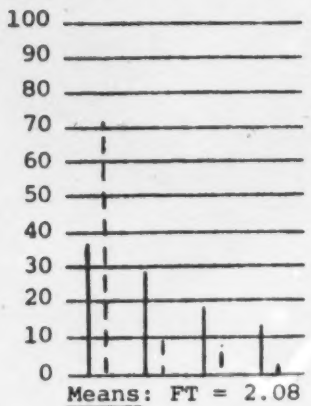
B. Solid vertical lines indicate Full-Time Faculty percentages.

C. Dotted vertical lines indicate Part-Time Faculty percentages.

FIGURE I, B: FREQUENCY OF PERFORMANCE OF OUT-OF-CLASS FUNCTIONS
PERCENTAGES AND MEANS, BY FULL-TIME AND PART-TIME FACULTY

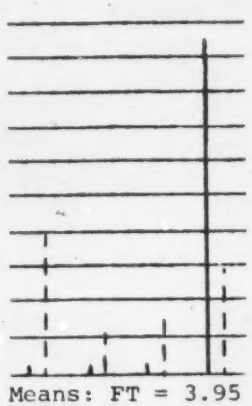
C. Other Services to Students

*(20) Supervise Co-Curricular Student Activities



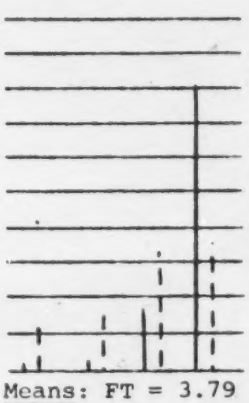
Means: FT = 2.08
PT = 1.34

(21) Maintain Office Hours



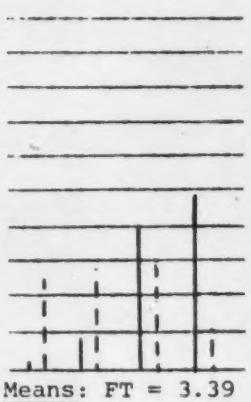
Means: FT = 3.95
PT = 2.35

(22) Advise Students



Means: FT = 3.79
PT = 3.01

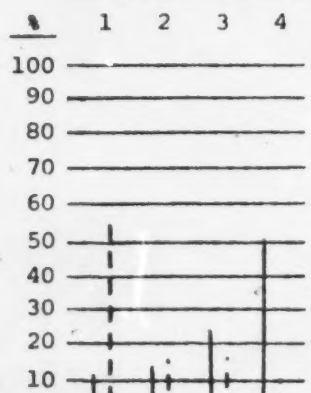
(23) Write Letters of Recommendation for Students



Means: FT = 3.39
PT = 2.30

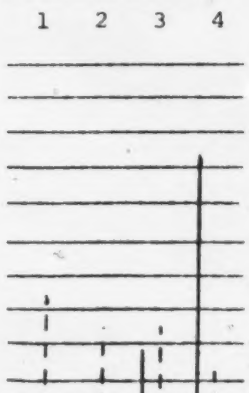
D. Administrative Functions:

(12) Participate in Class Scheduling



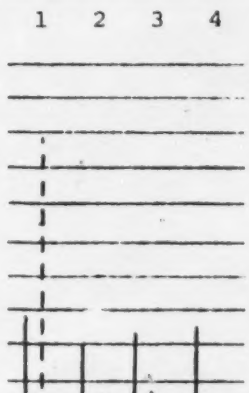
Means: FT = 3.16
PT = 1.78

(13) Attend Division/ Dept. Meetings



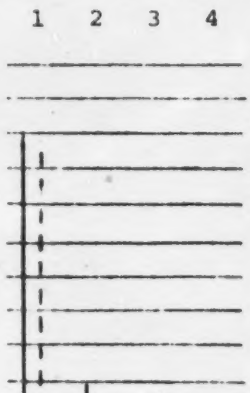
Means: FT = 3.67
PT = 2.15

(34) Participate in Budget Development



Means: FT = 2.47
PT = 1.27

(46) Serving on RAVE Councils



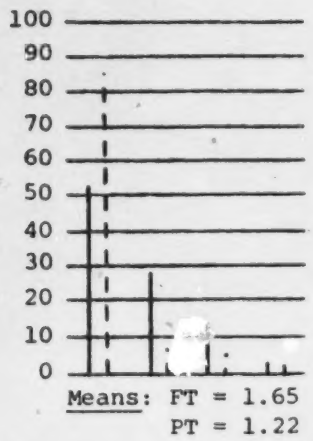
Means: FT = 1.27
PT = 1.28

*Numbers in parentheses ( ) indicate questionnaire item.
**A. Response Options: 1 = Never; 2 = Seldom; 3 = Sometimes; 4 = Frequently
B. Solid vertical lines indicate Full-Time Faculty percentages.
C. Dotted vertical lines indicate Part-Time Faculty percentages.

FIGURE I, C: FREQUENCY OF PERFORMANCE OF OUT-OF-CLASS FUNCTIONS
PERCENTAGES AND MEANS, BY FULL-TIME AND PART-TIME FACULTY

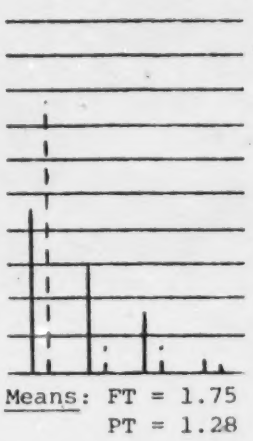
E. Research and Develop. Functions:

*(14) Develop/ Prepare Grant Proposals



Means: FT = 1.65
PT = 1.22

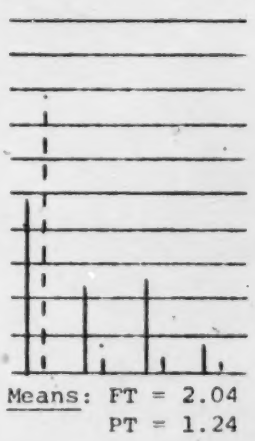
(35) Conduct Institutional Research



Means: FT = 1.75
PT = 1.28

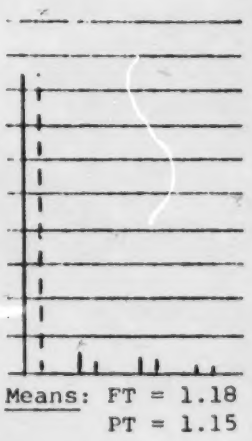
F. Accreditation Functions:

(43) Own Institution's Self-Study Committee



Means: FT = 2.04
PT = 1.24

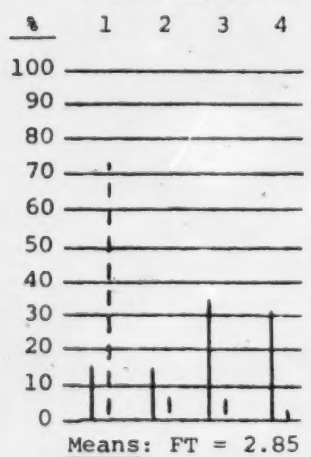
(44) Serve on Self-Study Teams



Means: FT = 1.18
PT = 1.15

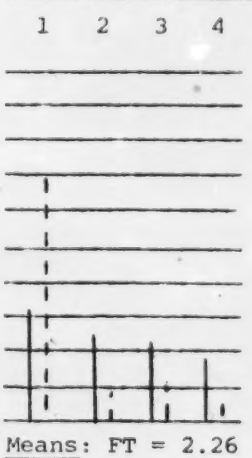
G. College Relations Functions:

(33) Serve on Official College/ District Committees



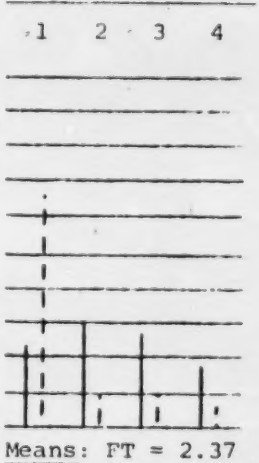
Means: FT = 2.85
PT = 1.37

(39) Develop/ Maintain Relations with High Schools



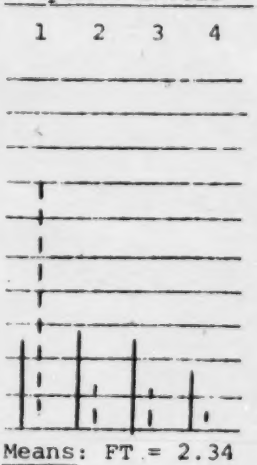
Means: FT = 2.26
PT = 1.48

(40) Develop/ Maintain Relations with Four-Year Colleges



Means: FT = 2.37
PT = 1.53

(45) Provide Services to the Community



Means: FT = 2.34
PT = 1.60

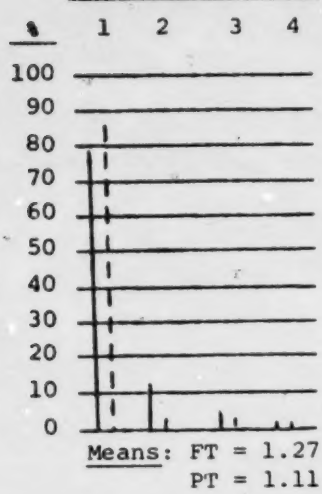
*Numbers in parentheses ( ) indicate questionnaire item.
**A. Response Options: 1 = Never; 2 = Seldom; 3 = Sometimes; 4 = Frequently.
B. Solid vertical lines indicate Full-Time Faculty percentages.
C. Dotted vertical lines indicate Part-Time Faculty percentages.

FIGURE I, D: FREQUENCY OF PERFORMANCE OF OUT-OF-CLASS FUNCTIONS
PERCENTAGES AND MEANS, BY FULL-TIME AND PART-TIME FACULTY

H. Personnel Functions

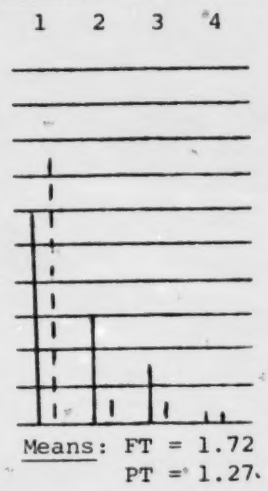
I. ADMINISTRATORS

*(32) Screening/ Selection Committees for Administrators



Means: FT = 1.27
PT = 1.11

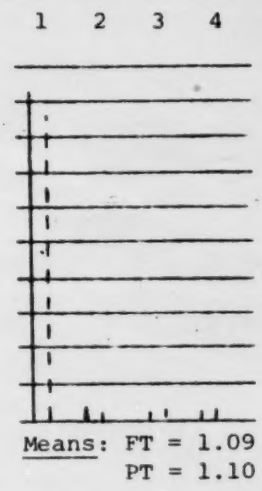
(28) Evaluate Administrators



Means: FT = 1.72
PT = 1.27

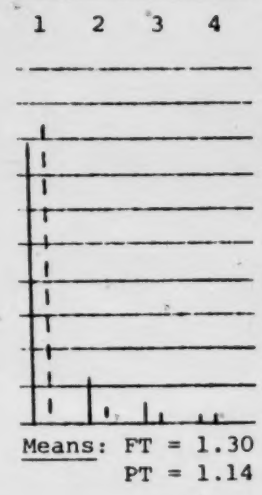
II. COUNSELORS

(31) Screening/ Selection Committees for Counselors



Means: FT = 1.09
PT = 1.10

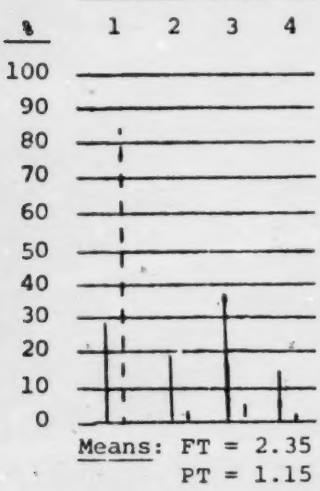
(27) Evaluate Counselors



Means: FT = 1.30
PT = 1.14

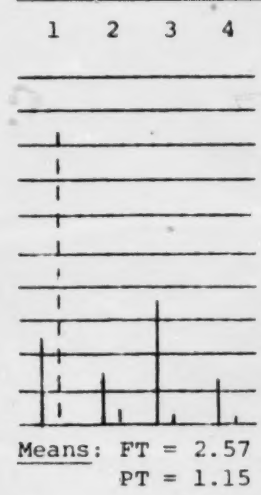
III. INSTRUCTORS

(29) Screening/ Selection Committees for Full-Time Instructors



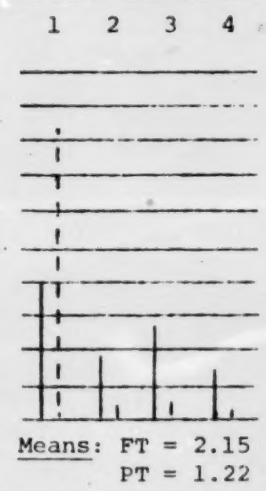
Means: FT = 2.35
PT = 1.15

(25) Evaluate Full-Time Instructors



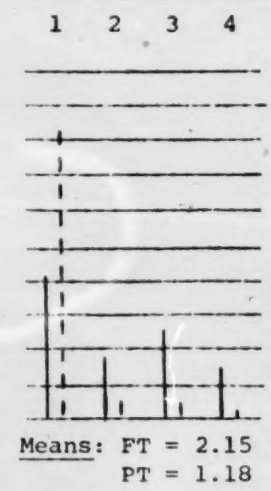
Means: FT = 2.57
PT = 1.15

(30) Screening/ Selection Committees for Part-Time Instructors



Means: FT = 2.15
PT = 1.22

(26) Evaluate Part-Time Instructors



Means: FT = 2.15
PT = 1.18

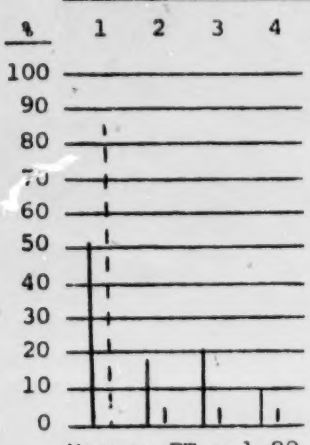
*Numbers in parentheses ( ) indicate questionnaire item.
**A. Response Options: 1 = Never; 2 = Seldom; 3 = Sometimes; 4 = Frequently
B. Solid vertical lines indicate Full-Time Faculty percentages.
C. Dotted vertical lines indicate Part-Time Faculty percentages.

FIGURE I, E: FREQUENCY OF PERFORMANCE OF OUT-OF-CLASS FUNCTIONS
PERCENTAGES AND MEANS, BY FULL-TIME AND PART-TIME FACULTY

H. Personnel Functions (Continued)

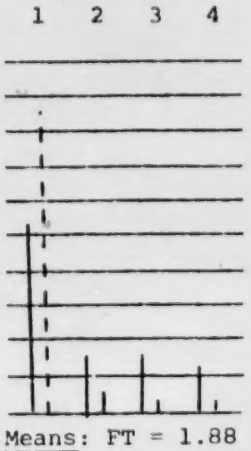
IV. CLASSIFIED

*(17) Screening/ Selection Committees for Classified Personnel in Your Dept/ Div.



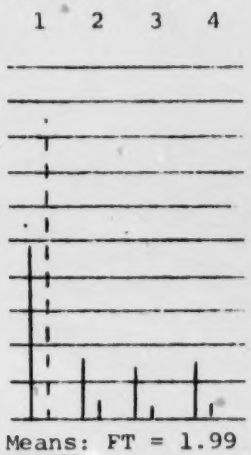
Means: FT = 1.89
PT = 1.18

(16) Evaluate Classified Personnel in Your Dept./ Division



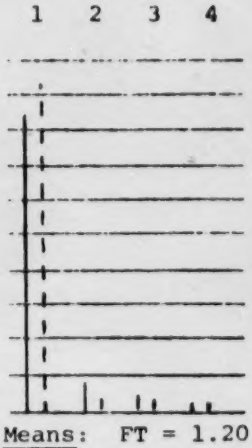
Means: FT = 1.88
PT = 1.21

(15) Supervise Classified Personnel in Your Dept./ Division



Means: FT = 1.99
PT = 1.24

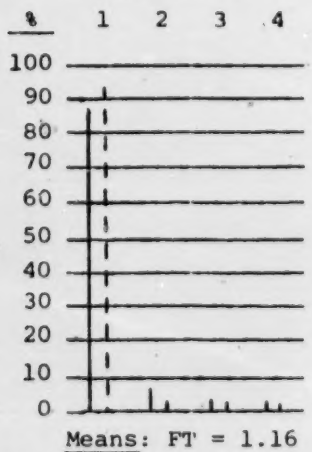
(19) Screening/Selection Committees for Classified Personnel Not in Your Dept./ Division



Means: FT = 1.20
PT = 1.06

H. (Continued)

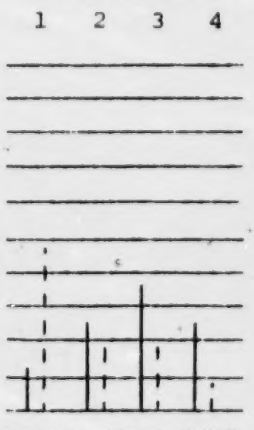
(18) Evaluate Classified Personnel Not in Your Dept./Division



Means: FT = 1.16
PT = 1.06

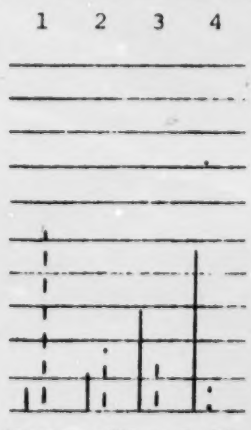
I. Other Functions

(24) In-Service Training/Other Staff Develop.



Means: FT = 2.75
PT = 1.83

(42) Attend Commencement/ Convocations



Means: FT = 3.22
PT = 1.73

*Numbers in parentheses ( ) indicate questionnaire item.

**A. Response Options: 1 = Never; 2 = Seldom; 3 = Sometimes; 4 = Frequently
B. Solid vertical lines indicate Full-Time Faculty percentages.
C. Dotted vertical lines indicate Part-Time Faculty percentages.

faculty mean scores on three functions (9, 11, 20) in the "Instruction" and "Other Services" categories are lower than the mean scores on three other functions (12, 13, 33) in two categories, "Administrative" and "College Relations." This fact emphasizes the point that only general observations are legitimate when comparing the groups of functions as shown in the tables. The grouping of functions into categories serves primarily to identify related functions, and not to provide bases for statistical comparison.

Another general observation is that for four categories of functions, the mean responses of part-time faculty are approximately parallel to, though generally not equal to, the mean responses of full-time faculty. These categories are: "Directly Related to Instruction," "Related to Facilities and Equipment," "Other Services to Students," and "Administrative." Examination of these categories reveals that for the 16 functions listed, highs for full-time are highs for part-time. In brief, these responses indicate that, in these 16 functions, part-time faculty have generally the same activity pattern as do full-time faculty, but at a lower frequency of participation.

In the "Summary of Findings" (Table I and summary statement, pages 5 to 10) it was noted that full-time faculty responses averaged "High Frequency" for five of the 39 functions, "Moderate Frequency" for 10 functions; "Low Frequency" for 17 functions; and "Very Low Frequency" for seven functions. In contrast, for part-time faculty only one function is "High Frequency," while 23 are "Very Low Frequency." The following are offered as tentative comments on the "High" and "Very Low" frequency functions, pending further investigation into the circumstances affecting the functions.

1. Not surprisingly, the assigning of grades (Function 41, Figure I, A) received a "High" rating by both full-time and part-time faculty, with mean responses of 3.95 and 3.73, respectively. The means of less than 4.00 may well reflect the fact that some faculty teach noncredit courses, with a higher percentage of part-time faculty teaching such courses.

2. The other "High Frequency" functions as reported by full-time faculty were:

   Maintaining Office Hours
   (21, Figure I, B); Mean Score: 3.95

   Advising Students
   (22, Figure I, B); Mean Score: 3.79

   Developing/Selecting Instructional Materials
   (10, Figure I, A); Mean Score: 3.76

   Attending Department/Division Meetings
   (13, Figure I, B); Mean Score: 3.67

   Clearly, all of these functions are integral aspects of a college instructor's professional work. Hence, it is not surprising to find respondents reporting high frequency of involvement in these activities.

3. In the "Very Low Frequency" level, three functions received nearly identical mean scores from full-time and part-time faculty:

   Serving on RAVE Councils
   (46, Figure I, B); Mean Score: FT 1.27; PT 1.28

   Serving on Accreditation Teams
   (44, Figure I, C); Mean Score: FT 1.18; PT 1.15

   Screening/Selecting Counselors
   (31, Figure I, D); Mean Score: FT 1.09; PT 1.10

   "Never" responses on these functions ranged from 78 percent to 94 percent. This undoubtedly reflects the facts that there are relatively few accreditation teams and counselor selection committees, and only one RAVE Council per college district. Each of these committees or councils is rather small

   It is of interest to note, however, that "Frequently" responses, though small in number, were nearly equal for full-time and part-time faculty. "Seldom" and "Sometimes" responses were also low with some differences between full-time and part-time faculty responses.

4. Four other functions received "Very Low Frequency" average ratings from full-time faculty:

   Evaluating Counselors
   (27, Figure I, D); Mean Score: 1.30

   Screening/Selecting Administrators
   (32, Figure I, D); Mean Score: 1.27

   Screening/Selecting Classified Personnel for Another Department/Division
   (19, Figure I, E); Mean Score: 1.20

   Evaluating Classified Personnel in Another Department/Division
   (18, Figure I, E); Mean Score: 1.16

   These low scores may reflect several conditions. First, a college may not use screening/selection committees. Second, the fact that screening/selection procedures for new personnel and evaluation procedures for employed personnel are likely to occur only a few times each year. Third, most screening/selection committees have only a few members. In light of these conditions, any one faculty member is likely to be involved in screening/selection or evaluation only infrequently, if at all, in either the absolute or the relative interpretation. It should also be noted, however, that functions related to classified personnel in respondents' own departments received a noticeably higher rating (middle of the "Low" range) than those same functions received when related to classified personnel in other departments.

5. Figures I, D and I, E also reveal that there is very limited involvement of part-time faculty in the functions of personnel selection, supervision, and evaluation. Again, this would be anticipated from general observation. However, it should be noted that all of the 13 personnel functions had some involvement of part-time faculty. The "Never" responses from part-time faculty for those 13 items ranged from 77.5 percent--Evaluating Administrators (28); to 93.2 percent--Screening/Selecting Classified Personnel Not in Own Department/Division (19).

   For all of the 13 personnel functions in Figures I, D and I, E, responses indicated some part-time faculty participation at the "Frequently" level, as well as at the "Sometimes" and "Seldom" levels.

6. In addition to "Very Low Frequency" mean scores on functions 46 and 44 (see item 3, above), Figure III shows that five other functions have "Very Low Frequency" mean scores for part-time faculty. Of this total of seven functions, two (34, 46) relate to administrative processes, two (14, 35) to research and development, two (43, 44) to accreditation, and one (33) to college relations. In addition, three other functions (39, 40, 45) related to accreditation are just barely above the "Very Low Frequency" range.

   Again, however, it is emphasized that some part-time faculty participate in each of these functions. For three of the functions (39, 40, 45) more than 30 percent of the part-time faculty respondents reported participation. All three of these functions are in the "College Relations" category, indicating that many part-time faculty are of service to the colleges in relations with high schools and four-year colleges and on official committees.

For three of the remaining functions, part-time faculty responses produced mean scores in the "Moderate Frequency" level. For 11 functions, part-time faculty mean scores are in the "Low Frequency" level. These mean scores cover all or nearly all of the ranges of the "Moderate" and "Low" frequency levels.

Summary of Function Responses

For every function, there were both full-time and part-time faculty responses at every response-option level: Frequently, Sometimes, Seldom, Never. Average responses for each function, separately for full-time and part-time faculty, may be summarized as follows:

	Full-Time Faculty	Part-Time Faculty
Very High Frequency	5 Functions	1 Function
Moderate Frequency	10 Functions	3 Functions
Low Frequency	17 Functions	12 Functions
Very Low Frequency	7 Functions	23 Functions

The responses from part-time faculty show a trend for the highest frequency functions to be those directly related to instruction, and other services to students; with the lowest frequency functions being those associated with personnel selection, supervision, and evaluation.

For full-time faculty, the highest frequency functions also tend to be those directly related to instruction, and other services to students. For most of the remaining categories of functions, there is a rather wide range of mean response levels. Therefore, no particular trend is discernible regarding the lowest frequency functions.

In closing this subsection of the report, it is noted again that the mean scores used here may reflect many conditions not examined in this study. These conditions include college policy and procedures, the freqency of college need for a particular function, the number of persons needed for a particular function, and many others. Thus, a low mean score on a particular function does not imply that no faculty participate in that function, nor does it imply a lack of interest in the function. However, a high mean score does indicate that a major portion of the respondents reported a fairly high frequency of involvement in a particular function.

Relationship of Responses and Selected Independent Variables

It is reasonable to assume that the frequency of faculty participation in a given function may be influenced by a variety of factors. Some of these factors might be the size of the college, its location in a rural, suburban, or urban setting, etc. Other factors might be more specifically related to the individual respondent, such as the respondent's years of community college teaching experience, other current employment, etc. The present study included initial exploration of relationships between a few such independent variables, and responses on the out-of-class functions.

The information reported here serves principally as an indicator of relationships or apparent relationships. Determination of the specific nature of these relationships, and the impact of various combinations of independent variables, will require other field studies and additional analysis of the current data.

Explanation of Table Format

The focal information of this section is displayed in Tables IV (A), (B), (C), (D), and (E). The columns in these tables represent the 39 out-of-class professional functions, in the same order and categories as were used in preceding tables and graphs.

The cells in Table IV display summary results of Chi Square tests of statistical significance. Results are reported at the .05 level of confidence. Thus, if the Chi Square test on a particular comparison (e.g., full-time faculty responses vs. part-time faculty responses on a given function; or, comparison of responses from small, medium, and large colleges, on a given function) is reported as significant, it means that there is a 95 percent probability that differences in the responses are related to the independent variable, and do not result from chance alone.

For each of the 39 functions, the Chi Square test was applied to determine whether responses on the function varied significantly by each of 15 independent variables. These variables are listed as row headings. If there was a statistically significant difference for a given function, on a given variable, an asterisk is shown in the appropriate cell in the table.

Thus, for each function, the Chi Square test addressed each of the questions listed below. Line numbers used below correspond to the line numbers on Table IV.

Line 1 Are there statistically significant differences between the responses of all full-time and all part-time faculty?

Line 2 Considering full-time and part-time faculty combined, are there statistically significant differences among the responses from small, medium, and large colleges?

Line 3 Considering only full-time faculty, are there statistically significant differences among the responses from small, medium, and large colleges?

Line 4 Considering only part-time faculty, are there statistically significant differences among the responses from small, medium, and large colleges?

Line 5 Same as lines 8, 9, and 10, with location
Line 6 (urban, suburban, rural) substituted
Line 7 for size.

Line 8 Same as lines 8, 9, and 10, with years of
Line 9 community college teaching experience (see
Line 10 questionnaire item 3) substituted for size.

Line 11 Same as lines 9 and 10, with credit/noncredit assignment (see
Line 12 Full-time questionnaire item 4 and part-time questionnaire item 7) substituted for size.

Lines 13, 14, and 15 refer to questions asked only of part-time faculty:

Line 13 Are there statistically significant differences among responses according to number of class hours per week respondents are employed (see questionnaire item 6)?

Line 14 Are there statistically significant differences among responses according to respondents' interest in full-time employment (see questionnaire item 5)?

Line 15 Are there statistically significant differences among responses according to respondents' employment status (see part-time questionnaire item 4)?

TABLE IV, A: OUT-OF-CLASS FUNCTIONS, BY SELECTED INDEPENDENT VARIABLES: STATISTICALLY SIGNIFICANT RELATIONSHIPS AT .05 LEVEL OF CONFIDENCE

(* = Significant difference in responses on indicated function, by indicated variable.)

Independent Variable		Line Number	A. Functions Directly Related to Instruction: (8) Develop/Modify Courses	(9) Develop/Modify Programs	(10) Develop/Select Materials	(11) Coordinate Team Teaching/Inter-discipline	(41) Assign Grades	B. Functions Related to Facilities and Equipment: (36) Plan Construction Equipment for Facilities	(37) Research/Order New Equipment	(38) Order/Purchase Supplies
Full-Time/Part-Time		1	*	*	*	*	*	*	*	*
College Size	All Respondents	2				*		*	*	*
	FT Respondents	3	*			*		*	*	*
	PT Respondents	4								
College Location	All Respondents	5							*	*
	FT Respondents	6								*
	PT Respondents	7		*					*	*
Years CC Teaching Exper.	All Respondents	8	*	*	*	*	*	*	*	*
	FT Respondents	9	*	*			*	*		*
	PT Respondents	10								
Credit/ Noncredit Assignmt.	FT Respondents	11			*		*			
	PT Respondents	12				*	*		*	*
Part-Time Respondents Only: Class Hours/Week		13			*	*		*	*	*
Part-Time Respondents Only: Desire for FT Employment		14		*	*	*		*	*	*
Part-Time Respondents Only: Employment Status		15				*		*	*	*

TABLE IV, B: OUT-OF-CLASS FUNCTIONS, BY SELECTED INDEPENDENT VARIABLES: STATISTICALLY SIGNIFICANT RELATIONSHIPS AT .05 LEVEL OF CONFIDENCE

(* = Significant difference in responses on indicated function, by indicated variable.)

Independent Variable		Line Number	C. Services to Students: (20) Supervise Co-Curricular Activities	C. Services to Students: (21) Maintain Office Hours	C. Services to Students: (22) Advise Students	D. Administrative Functions: (23) Write Letters of Recommendation	D. Administrative Functions: (12) Participate in Class Scheduling	D. Administrative Functions: (13) Attend Department/Division Meetings	D. Administrative Functions: (34) Participate in Budget Development	D. Administrative Functions: (46) Serve on RAVE Councils
Full-Time/Part-Time		1	*	*	*	*	*	*	*	*
College Size	All Respondents	2	*	*	*	*	*	*	*	
	FT Respondents	3				*	*	*	*	
	PT Respondents	4		*	*			*		
College Location	All Respondents	5			*	*	*	*	*	
	FT Respondents	6				*	*		*	
	PT Respondents	7	*	*	*	*	*	*		*
Years CC Teaching Exper.	All Respondents	8	*	*	*	*	*	*	*	
	FT Respondents	9			*	*				
	PT Respondents	10		*		*		*		
Credit/ Noncredit Assignmt.	FT Respondents	11		*			*	*		*
	PT Respondents	12		*		*				
Part-Time Respondents Only: Class Hours/Week		13	*	*	*	*	*	*	*	
Part-Time Respondents Only: Desire for FT Employment		14	*	*	*	*	*	*	*	
Part-Time Respondents Only: Employment Status		15		*	*	*		*	*	

TABLE IV, C: OUT-OF-CLASS FUNCTIONS, BY SELECTED INDEPENDENT VARIABLES: STATISTICALLY SIGNIFICANT RELATIONSHIPS AT .05 LEVEL OF CONFIDENCE

(* = Significant difference in responses on indicated function, by indicated variable.)

Independent Variable		Line Number	E. Research & Developmt. Functions: (14) Prepare Grant Proposals	(35) Conduct Institutional Research	F. Accreditation: (43) Own Instruction Self-Study	(44) Accreditation Team	(33) Serve on Official Committees	(39) Relations with High Schools	(40) Relations with Four-Year Colleges	(45) Services to Community
Full-Time/Part-Time		1	*	*	*	*	*	*	*	*
College Size	All Respondents	2	*				*	*	*	*
	FT Respondents	3	*		*		*	*	*	
	PT Respondents	4								
College Location	All Respondents	5			*		*	*		
	FT Respondents	6					*	*		*
	PT Respondents	7		*	*	*				
Years CC Teaching Exper.	All Respondents	8	*	*	*		*	*	*	*
	FT Respondents	9			*		*			*
	PT Respondents	10			*		*			
Credit/ Noncredit Assignmt.	FT Respondents	11							*	
	PT Respondents	12		*						
Part-Time Respondents Only	Class Hours/Week	13	*							
	Desire for FT Employment	14	*		*			*	*	*
	Employment Status	15			*			*	*	*

TABLE IV, D: OUT-OF-CLASS FUNCTIONS, BY SELECTED INDEPENDENT VARIABLES: STATISTICALLY SIGNIFICANT RELATIONSHIPS AT .05 LEVEL OF CONFIDENCE

(* = Significant difference in response on indicated function, by indicated variable.)

H. Personnel Selection, Supervision, Evaluation

Independent Variable		Line Number	(32) Screen/Select Administrators	(28) Evaluate Administrators	(31) Screen/Select Counselors	(27) Evaluate Counselors	(29) Screen/Select Full-Time Instructors	(25) Evaluate Full-Time Instructors	(30) Screen/Select Part-Time Instructors	(26) Evaluate Part-Time Instructors
Full-Time/Part-Time		1	*	*	*	*	*	*	*	*
College Size	All Respondents	2		*	*	*		*		
	FT Respondents	3		*	*	*	*	*	*	*
	PT Respondents	4		*						
College Location	All Respondents	5	*	*		*		*		
	FT Respondents	6		*		*		*	*	
	PT Respondents	7	*	*	*	*	*	*		*
Years CC Teaching Exper.	All Respondents	8	*	*		*	*	*	*	*
	FT Respondents	9	*	*			*	*	*	*
	PT Respondents	10								
Credit/Noncredit Assignmt.	FT Respondents	11			*	*				
	PT Respondents	12								
Part-Time Respondents Only	Class Hours/Week	13					*	*	*	
	Desire for FT Employment	14					*	*	*	
	Employment Status	15								

TABLE IV, E: OUT-OF-CLASS FUNCTIONS, BY SELECTED INDEPENDENT VARIABLES: STATISTICALLY SIGNIFICANT RELATIONSHIPS AT .05 LEVEL OF CONFIDENCE

(* = Significant difference in responses on indicated function, by indicated variable.)

Independent Variable		Line Number	H. Personnel Selection, Supervision, Evaluation (cont.)					I. Other Functions	
			(17) Screen/ Select, Own Department	(16) Evaluate, Own Department	(15) Supervise, Own Department	(19) Screen/Select, Other Department	(18) Evaluate, Other Department	(24) In-Service Training/Other Development	(42) Attend Commencement/Convocations
Full-Time/Part-Time		1	*	*	*	*	*	*	*
College Size	All Respondents	2	*	*			*	*	*
	FT Respondents	3	*	*	*	*	*	*	*
	PT Respondents	4				*	*	*	*
College Location	All Respondents	5			*	*	*	*	*
	FT Respondents	6			*		*	*	*
	PT Respondents	7	*	*		*	*	*	*
Years CC Teaching Exper.	All Respondents	8	*	*	*	*	*	*	*
	FT Respondents	9	*	*					*
	PT Respondents	10				*		*	*
Credit/ Noncredit Assignmt.	FT Respondents	11				*			
	PT Respondents	12			*				*
Part-Time Respondents Only	Class Hours/Week	13		*	*			*	*
	Desire for FT Employment	14	*	*	*			*	*
	Employment Status	15		*	*		*	*	*

Results of Chi Square Tests

The basic finding of the statistical analysis provided by the Chi Square tests is that, generally, frequency of participation in the out-of-class functions is influenced by the independent variables listed. For each independent variable, the chi square was significant on eight or more functions. For seven of the 15 independent variables, the chi square was significant on 20 or more of the 39 functions. Of the total 585 Chi Square tests reported here, 306 (52.3 percent) showed statistically significant relationships between responses and independent variables.

From the perspective of the functions, which constitute the primary focus of this study, it may be observed that:

-Responses on five functions (15%) showed significant differences on 75 percent (12) or more of the 15 independent variables.

-Responses on 22 functions (69%) showed significant differences on 50 percent (8) or more of the 15 independent variables.

-Responses on 37 functions (95%) showed significant differences on 25 percent (4) or more of the 15 independent variables.

In the following paragraphs, some highlights of the statistical analyses are reported briefly. Of itself, the Chi Square test does not determine the direction of statistically significant differences. For example, if there is a statistically significant difference in responses by college size, the Chi Square test does not indicate whether "Frequently" responses are more likely to come from large colleges or small colleges. Detailed statistical analysis of directions of differences should be carried out in connection with further study of faculty functions. However, in some cases, comments based on general observation or examination of the data are in order and are presented here.

Influence on Functions

The five functions which were most influenced by the independent variables are listed below:

Function (42) (Table IV, E) - 14 significant Chi Squares
-Attending Commencement/Convocations

Function (23) (Table IV, B) - 13 significant Chi Squares
-Writing Letters of Recommendation

Function (13) (Table IV, B) - 12 significant Chi Squares
-Attending Department/Division Meetings

Function (24) (Table IV, E) - 12 significant Chi Squares
-In-Service Training/Other Development

Function (38) (Table IV, A) - 12 significant Chi Squares
-Ordering/Purchasing Instructional Supplies

There are no apparent individual function characteristics, and no apparent relationships among these five functions, which might indicate why they would be influenced by such factors as college size, employment status of respondents, etc. For some of the Chi Square tests, examination of the data indicates that there may be an identifiable direction of influence of a given variable on a given function. Overall, however, there is no immediately apparent general trend of the direction of the statistically significant differences.

The two functions which were least influenced by independent variables were: Serving on RAVE Councils (46) (Table IV, B) and Serving on Accreditation Teams (44) (Table IV, C). In both cases, opportunities for such service are limited because there is only one RAVE Council per college district, and a relatively small number of accreditation teams. Therefore, it is not surprising that these functions reflect little impact by independent variables other than the full-time/part-time variable.

The following is a brief discusssion of the impact of each of the 15 variables, in the order of listing on Table IV. The "direction of difference" statement concerning the comparison between all full-time responses and all part-time responses (item A, below) is considered valid, for this variable affected responses on all functions, in one direction. However, as implied above, other comments concerning direction of difference, and all comments on causes of difference must be considered only as conjecture, for the present study does not include the additional information and analysis necessary to validate these statements.

A. Full-Time/Part-Time Faculty Responses

For each of the 39 functions, there were statistically significant differences between the responses of full-time and part-time faculty. For 37 of these function, means of full-time faculty reported participation are clearly higher than those of part-time faculty. Although mean responses on functions (31, 44, 46) are approximately equal, response distributions show that full-time participation rates are slightly higher than part-time. Therefore, it is clear that full-time faculty have a higher participation rate than part-time faculty on all functions.

B. College Size

The colleges in the sample were categorized as large, medium, or small. For all respondents together (line 2 of Table IV), responses differed significantly by college size on 25 functions. For full-time respondents (line 3), responses differed significantly by size on 28 functions; for part-time respondents (line 4), on eight functions. Thus, size appears to be more important as a determining factor for full-time faculty participation in out-of-class functions than for part-time faculty participation. Examination of the data indicated some tendency for faculty in small colleges to report more out-of-class functions than did faculty in large and medium colleges. The size factor may be related to the location factor discussed in the following item.

C. College Location

Location categories were urban, suburban, and rural. For all respondents (line 5), responses differed significantly by location on 19 functions. For full-time faculty only (line 6), responses differed significantly by location on 15 functions; for part-time faculty (line 7), on 26 functions. Examination of the data provides no clear indication of the direction of these differences, although there is some tendency to have higher participation rates reported in rural colleges.

D. Years of Community College Teaching Experience

The categories for this variable were: 2 years or less; 3 to 6 years; 7 to 10 years; 11 to 15 years; 16 years or more. For all respondents together (line 8), the experience variable was significantly related to 36 of the 39 functions. For full-time respondents (line 9), experience was significantly related to 19 functions; for part-time respondents (line 10), eight functions. Examination of the data gave strong indications that rate of participation in out-of-class functions is positively related to years of experience.

E. Credit/Noncredit Teaching Assignment

For full-time respondents (line 11), the assignment variable was significantly related to 10 functions; for part-time respondents (line 12), significantly related to nine functions. In view of this low rate of significant difference, and the low ratio of noncredit assignments (less than 6% full-time; less than 13% part-time), no general statements can be made concerning the direction of differences related to type of assignment.

F. Class Hours Per Week

The categories for this variable were: 3 hours or less; 4 to 6 hours; 7 to 9 hours; more than 9 hours. The question was asked only of part-time respondents (line 13). This variable was significantly related to responses on 20 functions. Examination of the data gave strong indications that respondents who teach greater numbers of hours per week tend to have higher rates of participation in out-of-class functions.

G. Desire for Full-Time Employment

Response options were: Yes; No; Undecided. The question was asked of part-time respondents only (line 14). This variable was significantly related to responses on 26 functions. Examination of the data gave some indication that part-time faculty who desire full-time employment tend to have a higher rate of participation in functions than do part-time faculty who do not desire full-time employment.

H. Employment Status

There were seven response options for this variable: Employed only at this college; Also employed part-time at another educational institution; Also employed full-time at another educational institution; Also employed part-time in business, industry, or public agency; Also employed full-time in business, industry, or public agency; Retired; Other. The question was asked only of part-time respondents (line 15). This variable was significantly related to responses on 18 of the functions. Examination of the data gave no clear indication of a trend in the direction of these differences.

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VI. APPENDICES

A. Participating Colleges

B. Letter to Presidents of Sample Colleges, Requesting College Participation in the Study

C. Letter Accompanying Survey Questionnaire

D. Survey Questionnaire and Summary of Responses

APPENDIX A

Participating Colleges

Cabrillo College

Compton Community College

Cuesta College

College of the Desert

Diablo Valley College

El Camino College

Grossmont College

Imperial Valley College

Los Angeles Southwest College

College of the Redwoods

Reedley College

San Jose City College

Santa Ana College

Southwestern College

West Valley College

Appendix B: Letter to Presidents of Sample Colleges, Requesting College Participation in the Study

CALIFORNIA COMMUNITY & JUNIOR COLLEGE ASSOCIATION
2017 O ST. □ SACRAMENTO, CA 95814 □ (916) 444-8641 □ LLOYD E. MESSERSMITH, EXECUTIVE DIRECTOR

February 25, 1977

Dear

The CCJCA Committees on Research and Development, Instruction, and Continuing Education have been authorized by the Board of Directors to conduct a study of faculty functions and responsibilities in California community colleges. The study will include an analysis of tasks which both full-time and part-time instructors in both the credit and noncredit programs perform. No attempt will be made to determine the number of hours instructors are engaged in college-related professional activities or what percentages of time are devoted to various activities.

A questionnaire, a copy of which is enclosed, has been developed by a task force composed of members from the three CCJCA committees. The questionnaire is to be administered to each faculty member in sixteen randomly selected California community colleges. _____ College has been included in this random sample, and we would hope that you would be willing to work with us on this project.

We would like to request that you review the enclosed questionnaire and let us know as soon as possible if you and your institution would be willing to participate in the study. If you agree that this study has value and are willing to participate, we would appreciate it if you would let us know how many questionnaires you will require for: (a) full-time credit instructors, (b) part-time credit instructors, (c) full-time noncredit instructors, and (d) part-time noncredit instructors. Full-time faculty members who have overloads will complete only the questionnaire for full-time instructors.

We will supply you with questionnaires which would then be distributed to all faculty members. We would ask that the questionnaires be returned to a central point on your campus and then returned to this office for processing.

We plan to administer the questionnaire during the month of March, and it is anticipated that the results will be reported to the Board of Directors of the Association at its May, 1977, meeting.

We believe that this study is of great importance, and hope that it will be possible for your institution to be part of the sample.

Thank you in advance for your consideration of this Association activity.

Sincerely,

Lloyd E. Messersmith
Executive Director

Enclosure

Letter Accompanying Survey Questionnaire

CALIFORNIA COMMUNITY & JUNIOR COLLEGE ASSOCIATION
2017 "O" Street [ ] Sacramento, California 95814 Phone (916) 444-8641

April 18, 1977

Dear Faculty Member:

The CCJCA Committees on Research and Development, Instruction, and Continuing Education are conducting a statewide analysis of faculty functions and responsibilities at a representative number of California community colleges. The study is concerned with an analysis of functions and responsibilities faculty members perform. No attempt will be made, at this time, to determine percentages of time required to perform these functions nor to determine the total number of hours instructors are engaged in professional activities. Some functions such as actual classroom teaching have not been included.

If this research effort is to be successful, your assistance is needed in completing the enclosed questionnaire. Do not complete the questionnaire unless at least three-fourths of your assignment is for services performed as an instructor. If your assignment includes other functions such as coordination of special programs, etc., please respond in terms of your teaching responsibilities only.

The results of the study will be presented to the Board of Directors at its May 13-14, 1977, meeting, and are scheduled for publication in June, 1977.

Would you please return the questionnaire as instructed by your co-lege.

Sincerely yours,

Lloyd E. Messersmith
Executive Director

LEM:cma

Enclosure

INSTRUCTOR'S FUNCTIONS AND RESPONSIBILITY ANALYSIS

INSTRUCTIONS

PLEASE ANSWER EACH QUESTION BY CIRCLING THE APPROPRIATE NUMBER. PLEASE CIRCLE ONLY ONE NUMBER PER QUESTION.

Card Code		Full-Time n	Full-Time %	Part-Time n	Part-Time %
cc 1-2	What is your major field of instruction?				
	01 Art, music, or drama	109	8.4	160	10.4
	02 Business	122		299	19.4
	03 Electronics, drafting, automotive technology, or other technical occupations	118	9.1	156	10.1
	04 Mathematics, engineering, or computer sciences	82	6.3	118	7.6
	05 Health or physical education	93	7.1	75	4.9
	06 Language arts or humanities	128	9.8	137	8.9
	07 Nursing and health-related occupations	94	7.2	51	3.3
	08 Physical or life sciences	151	11.6	77	5.0
	09 Public-service-related occupations	42	3.2	65	4.2
	10 Social or behavioral sciences	154	11.8	122	7.9
	11 High school education subjects	6	0.5	12	0.8
	12 English	72	5.5	85	5.5
	13 Other	90	6.9	151	9.8
	No Response	41	3.1	36	2.3
cc 3	How many years of community college teaching experience have you had?				
	1 2 years or less	128	9.8	615	39.8
	2 3 to 6 years	249	19.1	588	38.1
	3 7 to 10 years	338	26.0	205	13.3
	4 11 to 15 years	327	25.1	82	5.3
	5 16 years or more	237	18.2	44	2.8
	No Response	23	1.8	10	0.6

Card Code			Full-Time n	Full-Time %	Part-Time n	Part-Time %
cc 4	Please indicate your employment status					
(Part-Time Questionnaires Only)	1	Employed only at this college			348	22.5
	2	Also employed part-time at another educational institution			300	19.4
	3	Also employed full-time at another educational institution			283	18.3
	4	Also employed part-time in business, industry, or public agency			87	5.6
	5	Also employed full-time in business, industry, or public agency			408	26.4
	6	Retired			11	0.7
	7	Other			39	2.5
	No	Response			68	4.4
cc 5	Do you hope to obtain employment as a full-time instructor?					
(Part-Time Questionnaires Only)	1	Yes			786	50.9
	2	No			458	29.7
	3	Undecided			276	17.9
	No	Response			24	1.6
cc 6	How many class hours per week are you employed this semester?					
(Part-Time Questionnaires Only)	1	3 or less			514	33.3
	2	4 to 6			590	38.2
	3	7 to 9			208	13.5
	4	Over 9			223	14.4
	No	Response			9	0.6
cc 7	Is your assignment primarily in credit or noncredit classes?					
(Item 4 on Full-Time Questionnaires)	1	Credit classes	1228	94.3	1346	87.2
	2	Noncredit classes (adult education or community services classes)	14	1.1	148	9.6
	3	Equal assignment	13	1.0	36	2.3
	No	Response	47	3.6	14	0.9

BELOW IS A LIST OF FUNCTIONS OFTEN ASSOCIATED WITH TEACHING. PLEASE INDICATE WITH A CIRCLE THE EXTENT TO WHICH YOU PERFORM EACH OF THE FOLLOWING. IF YOU FEEL THAT AS A PART-TIME INSTRUCTOR YOU SHOULD BE ABLE TO PERFORM A PARTICULAR FUNCTION TO INCREASE YOUR EFFECTIVENESS, PLEASE MARK IT WITH A CIRCLE AND AN X LIKE THIS ⊗ RATHER THAN WITH A PLAIN CIRCLE.* PLEASE CIRCLE ONLY ONE ANSWER PER QUESTION.

Card Code			Never n	Never %	Seldom n	Seldom %	Some-times n	Some-times %	Fre-quently n	Fre-quently %	No Response n	No Response %	Mean	SD
cc 8	Developing new and/or modifying existing courses	FT	20	1.5	80	6.1	516	39.6	670	51.5	16	1.2	3.43	0.68
		PT	276	17.9	205	13.3	580	37.6	433	28.0	50	3.2	2.78	1.06
cc 9	Developing new and/or modifying existing programs or majors (a series of courses leading to a degree or certificate)	FT	244	18.7	312	24.0	467	35.9	250	19.2	29	2.2	2.57	1.01
		PT	894	57.9	230	14.9	222	14.4	119	7.7	79	5.1	1.70	1.00
cc 10	Developing and/or selecting instructional materials or resources used in your course(s)	FT	10	0.8	26	2.0	227	17.4	1013	77.8	26	2.0	3.76	0.52
		PT	139	9.0	127	8.2	387	25.1	845	54.7	46	3.0	3.29	0.97
cc 11	Coordinating team-taught or interdisciplinary courses	FT	550	42.2	348	26.7	221	17.0	145	11.1	38	2.9	1.97	1.03
		PT	1058	68.5	186	12.0	161	10.4	76	4.9	63	4.1	1.50	0.88
cc 12	Participating in class scheduling	FT	140	10.8	175	13.4	309	23.7	659	50.6	19	1.5	3.16	1.03
		PT	875	56.7	223	14.4	236	15.3	158	10.2	52	3.4	1.78	1.06
cc 13	Attending division and/or department meetings	FT	19	1.5	61	4.7	244	18.7	954	73.3	24	1.8	3.67	0.64
		PT	520	33.7	413	26.7	377	24.4	181	11.7	53	3.4	2.15	1.03
cc 14	Developing and/or preparing grant proposals	FT	699	53.7	362	27.8	173	13.3	42	3.2	26	2.0	1.65	0.83
		PT	1293	83.7	94	6.1	74	4.8	27	1.7	56	3.6	1.22	0.62
cc 15	Supervising classified personnel in your department and/or division	FT	644	49.5	222	17.1	196	15.1	217	16.7	23	1.8	1.99	1.16
		PT	1306	84.6	84	5.4	56	3.6	52	3.4	46	3.0	1.24	0.68
cc 16	Evaluating classified personnel in your department and/or division	FT	689	52.9	216	16.6	218	16.7	159	12.2	20	1.5	1.88	1.09
		PT	1311	84.9	86	5.6	57	3.7	38	2.5	52	3.4	1.21	0.63

*Data were not compiled or analyzed for "should be able" response option on part-time questionnaire, or "voluntary" response option on full-time questionnaire.

Card Code			Never n	Never %	Seldom n	Seldom %	Sometimes n	Sometimes %	Frequently n	Frequently %	No Response n	No Response %	Mean	SD
cc 17	Serving on screening and/or selection committees for classified personnel in your department and/or division	FT	656	50.4	239	18.4	271	20.8	119	9.1	17	1.3	1.89	1.04
		PT	1332	86.3	75	4.9	62	4.0	25	1.6	50	3.2	1.18	0.58
cc 18	Evaluating classified personnel not in your department and/or division	FT	1143	87.8	89	6.8	43	3.3	10	0.8	17	1.3	1.16	0.50
		PT	1438	93.1	40	2.6	15	1.0	6	0.4	45	2.9	1.06	0.32
cc 19	Serving on screening and/or selection committees for classified personnel not in your department and/or division	FT	1107	85.0	109	8.4	60	4.6	8	0.6	18	1.4	1.20	0.54
		PT	1439	93.2	37	2.4	17	1.1	7	0.5	44	2.8	1.06	0.33
cc 20	Supervising co-curricular student activities	FT	489	37.6	379	29.1	246	18.9	171	13.1	17	1.3	2.08	1.05
		PT	1111	72.0	148	9.6	115	7.4	34	2.2	136	8.8	1.34	0.73
cc 21	Maintaining office hours	FT	5	0.4	4	0.3	40	3.1	1237	95.0	16	1.2	3.95	0.28
		PT	603	39.1	160	10.4	213	13.8	447	29.0	121	7.8	2.35	1.31
cc 22	Advising students	FT	3	0.2	20	1.5	217	16.7	1048	80.5	14	1.1	3.79	0.46
		PT	173	11.2	207	13.4	499	32.3	563	36.5	102	6.6	3.01	1.01
cc 23	Writing letters of recommendation for students	FT	11	0.8	116	8.9	523	40.2	637	48.9	15	1.2	3.39	0.69
		PT	373	24.2	432	28.0	463	30.0	168	10.9	108	7.0	2.30	0.98
cc 24	Engaging in in-service training and other staff development activities	FT	158	12.1	320	24.6	491	37.7	313	24.0	20	1.5	2.75	0.96
		PT	748	48.4	281	18.2	287	18.6	107	6.9	121	7.8	1.83	0.99
cc 25	Evaluating full-time instructors	FT	334	25.7	178	13.7	486	37.3	291	22.4	13	1.0	2.57	1.10
		PT	1308	84.7	52	3.4	49	3.2	21	1.4	114	7.4	1.15	0.53
cc 26	Evaluating part-time instructors	FT	535	41.1	219	16.8	332	25.5	199	15.3	17	1.3	2.15	1.13
		PT	1280	82.9	60	3.9	64	4.1	25	1.6	115	7.4	1.18	0.59
cc 27	Evaluating counselors	FT	1016	78.0	165	12.7	81	6.2	21	1.6	19	1.5	1.30	0.66
		PT	1312	85.0	55	3.6	45	2.9	18	1.2	114	7.4	1.14	0.51

Card Code			Never n	Never %	Seldom n	Seldom %	Sometimes n	Sometimes %	Frequently n	Frequently %	No Response n	No Response %	Mean	SD
cc 28	Evaluating administrators	FT	646	49.6	381	29.3	204	15.7	43	3.3	28	2.2	1.72	0.85
		PT	1197	77.5	96	6.2	101	6.5	27	1.7	123	8.0	1.27	0.67
cc 29	Serving on screening and/or selection committees for full-time instructors	FT	376	28.9	254	19.5	484	37.2	172	13.2	16	1.2	2.35	1.04
		PT	1303	84.4	43	2.8	57	3.7	21	1.4	120	7.8	1.15	0.55
cc 30	Serving on screening and/or selection committees for part-time instructors	FT	513	39.4	236	18.1	347	26.7	180	13.8	26	2.0	2.15	1.10
		PT	1258	81.5	51	3.3	86	5.6	28	1.8	121	7.8	1.22	0.64
cc 31	Serving on screening and/or selection committees for counselors	FT	1202	92.3	53	4.1	23	1.8	5	0.4	19	1.5	1.09	0.38
		PT	1342	86.9	35	2.3	38	2.5	10	0.6	119	7.7	1.10	0.43
cc 32	Serving on screening and/or selection committees for administrators	FT	1036	79.6	159	12.2	82	6.3	6	0.5	19	1.5	1.27	0.59
		PT	1332	86.3	39	2.5	40	2.6	13	0.8	120	7.8	1.11	0.46
cc 33	Serving on official college and/or district committees	FT	194	14.9	198	15.2	465	35.7	396	30.4	49	3.8	2.85	1.04
		PT	1135	73.5	112	7.3	128	8.3	51	3.3	118	7.6	1.37	0.79
cc 34	Participating in the development of the budget	FT	374	28.7	247	19.0	302	23.2	332	25.5	47	3.6	2.47	1.17
		PT	1217	78.8	82	5.3	84	5.4	44	2.8	117	7.6	1.27	0.71
cc 35	Conducting institutional research	FT	611	46.9	376	28.9	211	16.2	47	3.6	57	4.4	1.75	0.87
		PT	1186	76.8	112	7.3	92	6.0	33	2.1	121	7.8	1.28	0.69
cc 36	Planning for the construction and/or equipping of physical facilities	FT	376	28.9	306	23.5	360	27.6	209	16.1	51	3.9	2.32	1.07
		PT	1113	72.1	144	9.3	117	7.6	43	2.8	127	8.2	1.36	0.76
cc 37	Researching and/or ordering of new and replacement equipment	FT	173	13.3	259	19.9	406	31.2	413	31.7	51	3.9	2.85	1.03
		PT	913	59.1	189	12.2	223	14.4	90	5.8	129	8.4	1.64	0.96
cc 38	Ordering or purchasing supplies or materials for classroom use	FT	142	10.9	170	13.1	352	27.0	590	45.3	48	3.7	3.11	1.02
		PT	647	41.9	250	16.2	328	21.2	201	13.0	118	7.6	2.06	1.12

Card Code			Never n	Never %	Seldom n	Seldom %	Some-times n	Some-times %	Fre-quently n	Fre-quently %	No Response n	No Response %	Mean	SD
cc 39	Developing and maintaining relations with feeder high schools	FT	409	31.4	326	25.0	293	22.5	223	17.1	51	3.9	2.26	1.10
		PT	1058	68.5	124	8.0	160	10.4	79	5.1	123	8.0	1.48	0.90
cc 40	Developing and maintaining relations with four-year colleges	FT	306	23.5	389	29.9	350	26.9	207	15.9	50	3.8	2.37	1.03
		PT	1018	65.9	143	9.3	149	9.7	100	6.5	134	8.7	1.53	0.94
cc 41	Assigning grades to students	FT	15	1.2	8	0.6	36	2.8	1195	91.8	48	3.7	3.92	0.40
		PT	74	4.8	34	2.2	95	6.2	1234	79.9	107	6.9	3.73	0.74
cc 42	Attending annual commencement exercises and college convocations	FT	101	7.8	143	11.0	385	29.6	617	47.4	56	4.3	3.22	0.94
		PT	825	53.4	277	17.9	208	13.5	116	7.5	118	7.6	1.73	0.99
cc 43	Serving on your institution's accreditation and/or self-study committee	FT	502	38.6	302	23.2	334	25.7	110	8.4	54	4.1	2.04	1.01
		PT	1214	78.6	103	6.7	71	4.6	32	2.1	124	8.0	1.24	0.65
cc 44	Serving on accrediting or self-study teams evaluating other community colleges	FT	1096	84.2	87	6.7	54	4.1	10	0.8	55	4.2	1.18	0.53
		PT	1299	84.1	55	3.6	48	3.1	19	1.2	123	8.0	1.15	0.52
cc 45	Providing services to the community (speeches, consultation, civic committees, and other activities) as a college representative	FT	338	26.0	366	28.1	327	25.1	221	17.0	50	3.8	2.34	1.06
		PT	941	60.9	193	12.5	186	12.0	97	6.3	127	8.2	1.60	0.96
cc 46	Serving on Regional Adult and Vocational Education Councils	FT	1038	79.7	117	9.0	63	4.8	30	2.3	54	4.1	1.27	0.66
		PT	1207	78.2	77	5.0	92	6.0	43	2.8	125	8.1	1.28	0.72

For Office Use Only

cc 47-48 College code

cc 49 Group code - 2

UNIVERSITY OF CALIF.
LOS ANGELES

JUL 14 1978

CLEARINGHOUSE FOR
JUNIOR COLLEGES